Course Syllabus
TSL 4240: Issues in Second Language Acquisition
Term: Fall 2017
Department of Education and Human Performance
University of Central Florida

Contact Information

Instructor: Nirmal Ghimire
Office Location: Colbourn Hall-Room **408D**
Office Hours: Tuesday: 12 PM-3:00 PM,
            Thursday: 12 PM-4:15 PM or by appointment
Email: Nirmal.Ghimire@ucf.edu
Section 0001- Classroom: BA1 0225
            Class Time: Tuesday/Thursday 10:30 AM – 11:45 AM
Section 0002- Classroom: BA1 0225
            Class Time: Tuesday/Thursday 09:00 AM – 10:15 AM
Final Exam:
     Section 0001- Tuesday, 12/05/2017
                    10: 00 AM – 12: 50 PM
     Section 0002- Thursday, 12/07/2017
                    07:00 AM – 09:50 AM

Course Description:

This course provides an opportunity to trace the development and changes of human language over time. It enables students to understand how a child learns First language and how it differs from the process of learning second language. In addition, it attempts to examine the minute nuances of pronunciation, places of origin of sounds and how one's culture, geography and other factors affect to create different versions of dialects. Finally, this course lets future teachers know the basic aspects of English language namely phonology, morphology, syntax, semantics, grammar, pragmatics and discourse analysis thereby equipping them to develop ESOL instructional Strategies.

Course Requirement:

Prerequisites: TSL 4080

Course Goals and Objectives:

This course assists future teachers in acquiring linguistic knowledge in order to help them understand problems that ESOL students may face in K-12 schools, and TEFL instruction in the United States, and abroad. Students who successfully handle all the requirements, will be able to:

- Articulate how a student's L1 influences the L2
- Modify teacher classroom language according to a student's L2 ability
- Define and give examples of SLA terminology from the linguistic perspective
- Learn the IPA symbols used in English

- Identify problematic English sounds according to the ESOL student's L1
- Identify the parts of speech with 100% accuracy
- Explain and give examples of how teaching English to Native English speakers differ from Teaching ESOL students
- Identify, expose and reexamine cultural stereotypes
- Determine and use appropriate instructional methods and strategies using knowledge of first and second language acquisition processes
- Learn interpersonal and communication strategies to encourage positive relationships with ESOL students.
- Apply content-based ESOL approaches to instruction

Required Course Text Book:

Yule, George. (2017). *The Study of Language*. Sixth Edition. New York: Cambridge University Press.

Grade, Course Policies and Requirements:

Assignment (35 % of total syllabus):

- Eight Assignments will be given based on the readings and lectures. Assignment due dates are indicated on the Calendar.
- Each Assignment will be posted on webcourse@ucf with complete information to be able to accomplish the requirements. In addition, your instructor will explain them in class to help you understand the expectations.
- **It is students' responsibility to make sure that you read every instruction carefully to avoid losing points.**
- **If you were unable to submit any assignment on time and need extra time, the full score of the assignment would be reduced by 10%.**

Quizzes/Exam: 3 Quizzes (30%), Final Exam (15%)

- Three quizzes and one final exam will be given to assess students' comprehension of the material.
- You will need Strawberry-colored Scantron for all 3 quizzes and the Final Exam.
- **Students can re-take the quiz if they are not satisfied with the scores they receive in first attempt. However, the final score would be the average of the two tests.**
- **There is no makeup test for the Final Exam.**

Class Presentation (15%)

This will be a small-group in-class presentation not exceeding 15 minutes. Students are encouraged to look outside the textbook and collect audio/visual, journal articles and other materials in order to corroborate their presentations. Students are expected to submit Power-Point Slides, and list of references (in APA format) through web-courses. This assignment will be graded based on class presentation and the materials students submit. Your confidence, clarity, originality, and the content are key elements. Students should evenly distribute

the workload among the group members and let the instructor know 'who did what'. The focus of this assignment is to provide an opportunity for the teacher-candidates to replicate real life teaching of some aspects of English language to English language learners in mainstream American classrooms (microteaching). Thus, the presenters will act like classroom teachers, while all other attendees will role-play English learners. The presenters will decide if they want to teach the whole class or a small group.

- A group consists of two to three people.
- Students select the chapter they want to present from their textbook, on the first day of class. Instructor will provide a sign-up sheet.
- Instructor will publish the date of presentation and topic via web-courses once students finish signing-up.
- Students will submit their materials at least a day prior to their presentation via web-courses.
- Presentation is limited to 10-12 minutes, and 3-5 minutes for question-answer. Students are encouraged to ask appropriate questions.

Attendance (5%):
- Due to the interactive nature of this class, your attendance and participation are imperative.
- **You are permitted 2 unexcused absences during the semester. You do not need to justify these two absences. Use them wisely, for a school or work trip, any indisposition that does not require a doctor's visit, or any urgent matter.**
- **Each absence after two unexcused absences will result in a deduction of 1 point from your total attendance 5-point accumulation.**
- Absences due to illness or conditions that prevent you from being in class will be excused **only by a doctor's note**. **It should be submitted no later than following class period**.
- **Student's tardiness causes distraction to the instructor and classmates. Avoid being late, but if there are exceptional circumstances discuss beforehand with your instructor.**
- **Attendance will be checked every class at the beginning of the class; therefore, every three times you are late; it will count as one absence**.

Grading and Evaluation:

A=94-100	A-= 90-93	
B+= 87-89	B= 84-86	B-= 80-83
C+= 77-79	C= 74-76	C-= 70—73
D= 60-69	Below 60= F	

- Please Note: Mark the special days (quizzes, assignments, presentation, and Final Exam) on your calendar. **The dates for the quizzes and Final Exam cannot be altered.**

- The make-up exams for quizzes can only be given to those students who can provide proof of their absence (doctor's note, court document etc.). Such documents should be presented to your instructor on the first day of class after your absence.
- **Plan in advance:** arrive on campus with plenty of time before class on key days. **Anticipate parking and traffic delays to ensure your prompt arrival.**
- Be particularly careful about our **FINAL EXAM** day, which may start at different times from your regular class time. You can check your final exam day and time here: http://exams.sdes.ucf.edu/2017/fall

Late Assignment:

This course contains 8 assignments. The due dates are mentioned in the course schedule. Please turn-in your assignment by the date indicated. To maintain fairness to all students, **NO LATE WORK WILL BE ACCEPTED**.

- However, late assignment could be turned-in late provided that you present the proper documentation that proves the unusual circumstances and circumstances beyond your control.

Checking into Webcourse@UCF:

You are requested to check your **webcourse@ucf** account at least twice a week as your instructor might make certain changes (grading assignment/discussion) or update important information. You will receive automated email once such updates are made.

Communication:

- UCF students are assigned **knights email** account once they are accepted in the program. This is the official way of communication. Do not send e-mail through any other personal email addresses.
- Your instructor loves to reply to your emails promptly but allow up to 24 hours before you send other e-mail for the same purpose.
- If you need to meet your instructor in person, you can do so, by taking an appointment. Just send an e-mail (Nirmal.Ghimire@ucf.edu) and we will find out the best time for both of us.

Academic Integrity and Plagiarism:

- This class abides by the Golden Rule: http://goldenrule.sdes.ucf.edu . You are expected to read and acknowledge the acceptable behavior in advance.
- Plagiarism or Cheating of any kind is strictly forbidden. It may put your carrier in jeopardy. If caught presenting somebody's ideas as yours, your instructor will not tolerate this action and will refer to the Office of Student Conduct for further action. That may result in immediate failing grade, academic probation or expulsion from the university.

- **Every assignment/discussion you submit/post should be your original work** and all of the work produced is to be completed in its entirety by the **student who turned it in**.
- For more information about plagiarism please refer to this page: http://history.cah.ucf.edu/files/avoiding_plagiarism.pdf

Accommodation for the Differently Abled:

- Students with disabilities who require special accommodation are encouraged to contact the office of Student Accessibility Services (http://sas.sdes.ucf.edu).

Discrimination:

- The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

- Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu
- If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

Classroom Conduct:

- Laptop, tablet, ipad or cell phones are the integral part of our daily lives. You are welcome to take them with you in class. However, use of such gadgets is restricted to taking notes or accessing the teaching materials like recommended articles or PowerPoint presentations. Please, DO NOT USE FACEBOOK, TWITTER OR OTHER SOCIAL MEDIA during the class.
- If you need to make a call or text during the class, please excuse yourself and leave the room.
- As far as possible, avoid eating during the class, as it can be uncomfortable to your classmates.
- Be courteous to others and respect their professionalism.

Live-Text/TESOL Notebook:
Live-Text is an e-portfolio for EDU major students.
- Students who seek ESOL Endorsement for their degrees in Early Childhood, Elementary Education, English Education, Special Education, and K-12 need to put together TESOL Notebook. Students who are not majoring in these programs, this information does not apply to them.
- Live-Text documents the evidence of meeting the ESOL Performance Standards
- For more information about TESOL Notebook, follow this link: http://connect.rc.ucf.edu/notebook
- If you encounter any problems, and if you require any further information about Live-Text, please talk to your instructor.
- For this course, the specific assignments that students need to upload to Live-Text are five, six, and eight.
- Please visit the following links for further information about live text account and uploads: https://education.ucf.edu/livetext/, https://education.ucf.edu/livetext/students.cfm

Caveat:
- The calendar is planned carefully to avoid any changes, however, the instructor reserves the right to change schedule, assignments, and evaluation criteria as needed during the semester.
- The changes will be announced to the class in a timely manner. Such changes will also be communicated through knights' email. Thus, it is imperative that you check your messages regularly.

Academic Engagement in webcourses@ucf.edu for Financial Aid Requirement:
All instructors/faculty are required to document students' academic activity at the beginning of the semester. In order to document your presence in the class, complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.
Activity: Log on to webcourses@ucf.edu with your PID and password. Take the 'Syllabus Acknowledgement Quiz'.